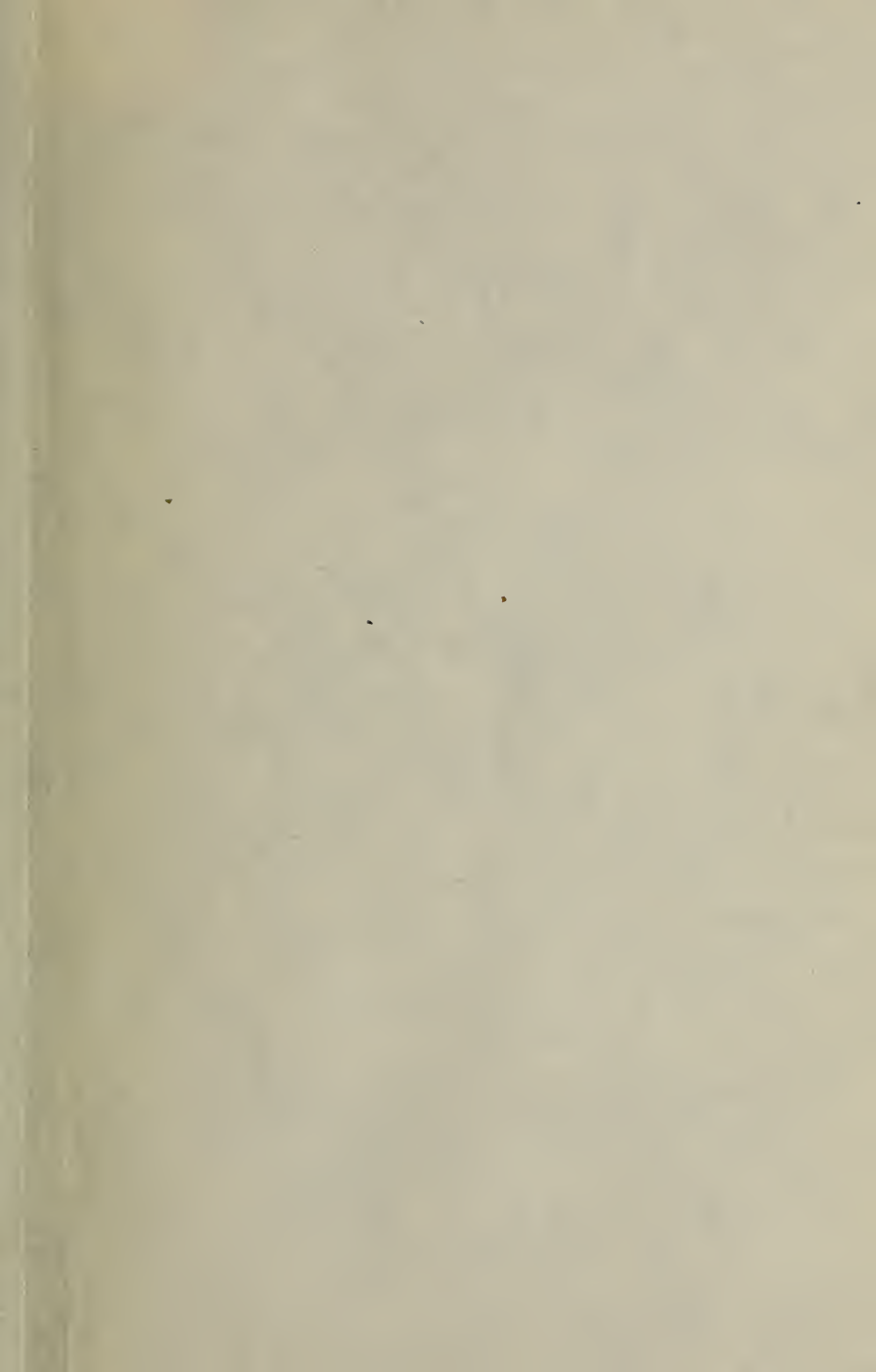


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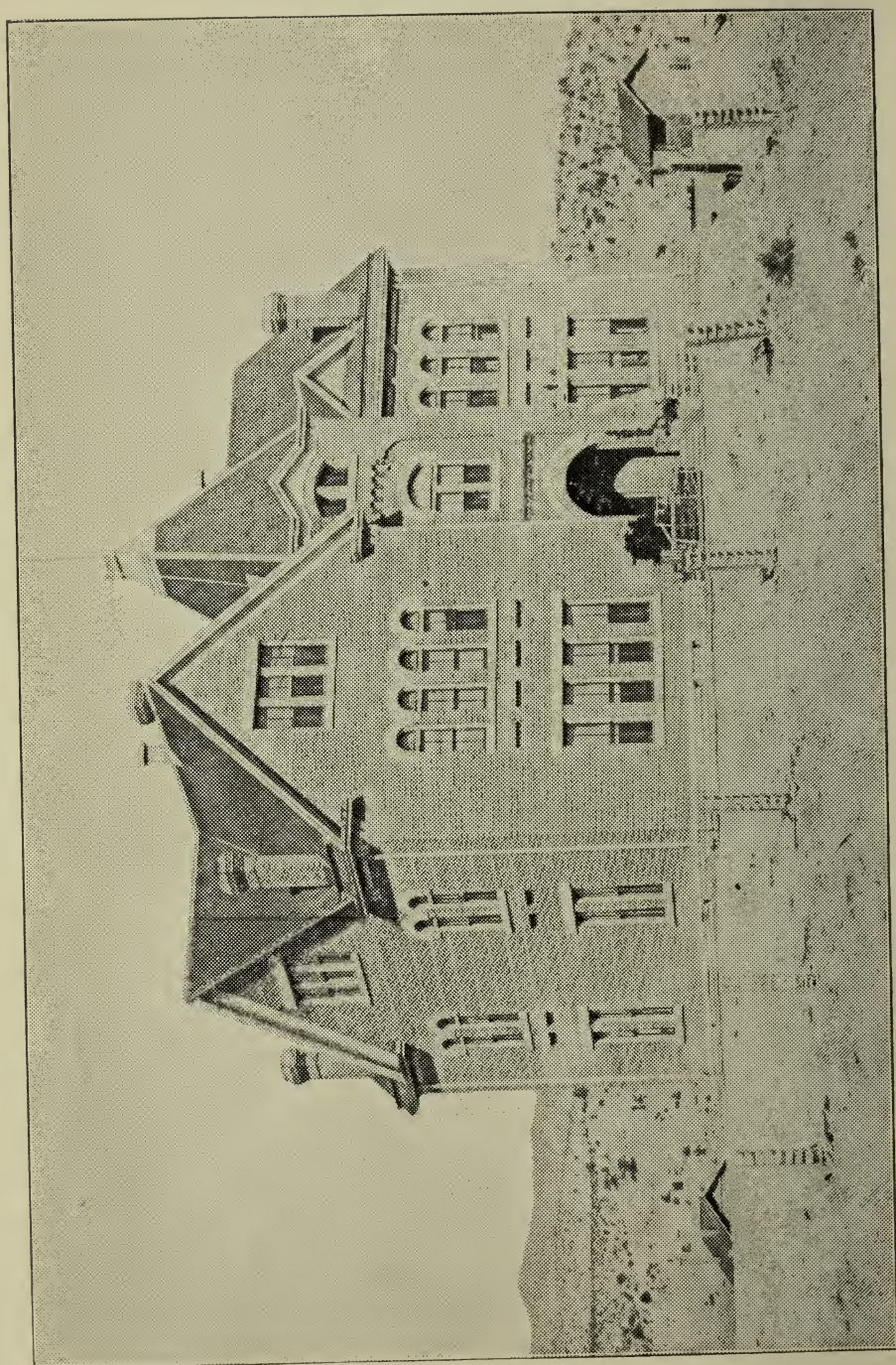
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OF THE

NORMAL SCHOOL

OF

NEW MEXICO

1901—1902

SILVER CITY, NEW MEXICO

ENTERPRISE PRINT, SILVER CITY

CALENDAR FOR 1901-1902

FIRST TERM—TWENTY WEEKS

Begins Tuesday, September 3, 1901; closes January 18, 1902.
Holiday vacation two weeks.

SECOND TERM—TWENTY WEEKS

Begins Tuesday, January 21, 1902; closes June 7, 1902.

COMMENCEMENT WEEK

Annual Society Contest, Saturday, May 31, 1902.

Baccalaureate Address—Sunday, June 1, 1902.

Field Day, Monday, June 2, 1902.

Class Day Exercises, Tuesday, June 3, 1902.

Alumni Anniversary—Wednesday, June 4, 1902.

Commencement—Thursday, June 5, 1902.

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1901/02

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Territorial Normal School

SILVER CITY, NEW MEXICO

SILVER CITY, the location of the NORMAL SCHOOL OF NEW MEXICO, is at the terminus of the Silver City, Deming and Pacific Railroad, a branch of the Santa Fe system. The town consists of about three thousand inhabitants, and is nestled among the hills, surrounded in the distance by a background of mountains. The observer, at every turn in his course is presented with a new point of view, which, to strangers, is very interesting.

The climate of this section, on account of its equable temperature and the altitude, is admirable. Its cool summers, mild winters and dry, clear, invigorating atmosphere, render it, perhaps, one of the most favored health resorts in America.

HISTORICAL.

The Normal School, designed to furnish the commonwealth with competent teachers, was established by an act of the Territorial Legislature of 1893. In obedience to this act its organization was effected the following year by the election of a competent corps of teachers and the adoption of a suitable course of instruction. While the Normal building was being erected the school was begun and maintained for two years and two months in the Presbyterian church and a room down town. At the expiration of this time it was moved into its present commodious quarters.

The growth of the school from the beginning until now, as shown by an increasing enrollment, the organization of new departments and its steady advance in proficiency, has been a source of gratification to its friends.

During the present year a new building has been erected for the training school and for a scientific laboratory.

EQUIPMENT.

As may be seen from the cuts that appear on another page, our buildings are beautiful structures, well arranged for school purposes and well equipped with modern school appliances. Constant additions are being made to every department in the way of apparatus, from time to time, as the funds will admit and occasion demands.

A good, practical, working library of more than two thousand volumes is at the disposal of the students. In fact, everything is done and is being done by the authorities of the school to make study pleasant and profitable and to awaken the true educational spirit.

We hope in a short time to build and fit up a gymnasium and to make provision for a department of manual training.

EXPENSES.

Expenses of attending the Normal are quite reasonable in comparison with other expenses in this western country. Board has been offered as low as \$16 per month. Unfurnished rooms can be rented for self-boardings at a very low rate, while many have had an opportunity to earn their own way by doing light house-work nights and mornings. So far we have not been able to fill all the demands made for such helpers.

A small tuition of one dollar per month is charged to those who enroll in the Normal proper. Students are partially furnished with text books, but they are advised to bring with them such books as they have. Our methods of conducting the class work will bring them into use.

Those who desire to take typewriting and stenography in the commercial department will be charged two dollars per term for the former and three dollars per month for the latter. This

gives students the use of a typewriter one hour each day and a forty minutes daily recitation in shorthand. There are no extra charges for instruction in business forms and correspondence.

SPIRIT.

The Normal aims to place the student upon the highest possible plane. It continually appeals to his own free spontaneous activity in view of the purest motives and loftiest ideals. This activity cannot be forced, but it can be conditioned, intensified and turned in the right direction by judicious instruction and careful methods. To this end it is desired that every word and act of the instructor have an elevating influence and be an example for a clearer conception of truth and duty.

The discipline of the school is carried forward with no apparent friction, because each student is treated as a lady or gentleman and placed wholly upon his or her honor as such. The enthusiastic spirit of research among all the students and their disposition to control themselves without the consciousness of another's will influencing them is especially noticeable. "Thoroughness is subject matter," rather than "textbook thoroughness," is our motto. The investigating student has placed at his command abundant references, and is then stimulated to discuss the topics of investigation with the greatest possible freedom. In each branch, and in presenting each topic of each branch, elementary principals are reached and set forth in the simplest form. No matter in what stage of advancement the pupil is found, his experience is reached and his progress secured. Thus instruction becomes adapted to each individual want and need. By so doing we aim not only to become normal in methods, but in spirit and character of the work done.

Parents and young people who are in search of a school that aims to give an all-round education will do well to consider these features of the Normal.

CONDITIONS FOR ADMISSION.

The following evidences of scholarship will admit persons into the Normal Department :

- (1) The possession of a teacher's certificate known to be regularly issued by a competent board of examiners.

- (2) Holding a diploma from a high school, college, etc., of known repute.
- (3) A recommendation from a competent school superintendent.
- (4) Having once attended the Normal.
- (5) Sufficient evidence of the applicant's knowledge of the so-called common branches by examination or otherwise.

Students may enter at any time and find studies to suit them, but those who think of taking a regular course are advised to enter at the beginning of a term and pursue the course as planned on another page.

The Normal is always open to inspection. Parents, teachers, and all others are tendered a cordial invitation to attend any and all its exercises.

The annual announcement or any other information in regard to the workings of the school will be cheerfully furnished on application to the principal.



Course of Instruction

DEPARTMENTS.

We are prepared to announce to the friends and patrons of the Normal that we have opened to them three departments—the Professional, the Academic and the Business departments. While these are co-ordinated wherever possible in the actual work of the school, they are, nevertheless, distinct departments of instruction. The school year is divided into two terms of twenty weeks each, and during this time the whole course of instruction is given. It is true that special emphasis is thrown upon the school's professional department, but for this very reason it excels in methods of presentation and thoroughness of the work done in its Academic and Business departments.

On the following pages, arranged in a convenient form for inspection, may be found the branches taught in the various departments. The numbers refer to the number of weeks devoted to each study.

PROFESSIONAL COURSE—FOUR YEARS**FIRST YEAR****FIRST TERM**

Algebra * (20)
 English (20)
 American History (20)
 Physiography (20)

SECOND TERM

Algebra (20)
 English (20)
 American History (10)
 Civics (10)
 Commercial Geography (10)
 Biology (10)

SECOND YEAR

Advanced Arithmetic (20)
 Bookkeeping (20)
 English (20)
 Biology (20)

Advanced Arithmetic (20)
 English (20)
 Moral Education (20)
 Biology (20)

THIRD YEAR

Advanced Algebra (20)
 Elocution (20)
 General History (20)
 Physics (20)
 Observation and Practice (20)
 Educational Theses and
 Debating

Plane Geometry (20)
 General History (20)
 English (20)
 Physics (20)
 Observation and Practice (20)
 Educational Theses and
 Debating

FOURTH YEAR

Plane Geometry (20)
 English Literature (10)
 Psychology (20)
 History of Education and School
 Systems (20)
 Observation and Practice (20)
 Educational Theses and
 Debating

Child Study and Genetic Psy-
 chology (20)
 Methodology (20)
 Drawing (10)
 School Economy (10)
 Social Economics (20)
 Observation and Practice (20)
 Educational Theses and
 Debating.

* Figures denote the number of weeks the branch is studied.
 Five points are given for theses and debating and two points for
 vocal music.

ACADEMIC COURSE—FOUR YEARS**FIRST YEAR****FIRST TERM**

Algebra (20)
 American History (20)
 English (20)
 Physiography (20)

SECOND TERM

Algebra (20)
 American History (10)
 English (20)
 Civics (10)
 Commercial Geography (10)
 Biology (10)

SECOND YEAR

Commercial Arithmetic (20)	Commercial Arithmetic (20)
Bookkeeping (20)	English Literature (20)
English (20)	Commercial Law (20)
Biology (20)	Biology (20)
	Music (10)

THIRD YEAR

Advanced Geometry ^{alg.} (20)	Plane Geometry (20)
Elocution (20)	English (20)
General History, or Spanish, or Latin (20)	General History, or Spanish, or Latin (20)
Physics (20)	Physics (20)
Theses and Debating	Theses and Debating

FOURTH YEAR

Plane Geometry (20)	Trigonometry (10)
English (20)	Solid Geometry (10)
Spanish or Latin (20)	Social Economics (20)
Chemistry (20)	Spanish or Latin (20)
Orations and Debating	Geology (20)
	Orations and Debating

Five points are given for theses and debating.

BUSINESS COURSE—TWO YEARS

FIRST YEAR

FIRST TERM

Commercial Arithmetic (20)
English (20)
American History (20)
Physiography (20)
Typewriting (20)

SECOND TERM

Commercial Arithmetic (20)
English (20)
American History (10)
Civics (10)
Commercial Geography (10)
Penmanship (10)
Typewriting (20)

SECOND YEAR

Commercial Arithmetic (20)	Commercial Arithmetic (20)
Bookkeeping (20)	Commercial Law (20)
English (20)	English (20)
Stenography (20)	Spanish * (20)
Spanish (20)	Stenography * (20)
Business Forms (20)	Bookkeeping (20)

* Stenography and Spanish are optional.

PROFESSIONAL DEPARTMENT

This department aims to fit the student for the teaching profession and gives him a choice of two courses—the English, and the English-Spanish.

The English course consists of four years' work as outlined on pages 9 and 10.

The Spanish-English comprises the same studies as the English course except the substitution for Spanish.

ACADEMIC DEPARTMENT

This department of the school aims at general culture and to give the student a thorough knowledge of all those branches included under the term, "Secondary Education." Candidates for graduation from this department are fitted to enter upon a course of "Higher Education." Special arrangements have been made with a number of the leading universities of the country whereby our graduates may enter without examination. By applying the principle of substitution we give two years of Spanish or two years of Latin as the student may elect.

BUSINESS DEPARTMENT

The course of instruction offered students in this department is substantially the same as that given by the business colleges of the country. The Normal has a first-class teacher in the specialties known as typewriting and stenography.

The course of study in this department consists of bookkeeping, penmanship, commercial arithmetic, commercial law, typewriting, stenography, business correspondence, forms, phrases and terms, as shown on page 10.

Special drills upon writing bills, receipts, notes, deeds, mortgages, etc., are given the students. Particular emphasis is placed upon the use of good English in letter correspondence. An important feature of this course consists of a series of lectures delivered to the students by business men and professional men of Silver City. By such methods as these, we hope to combine the practical phase of a business education with the theoretical.

GRADES AND CLASSIFICATION

No particular emphasis is placed upon reaching set grades in the school. We recognize that the student's being conscious of

reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations, and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for effort we have adopted the plan of giving credits for the studies pursued.

Credits are based upon the scale of ten for a year's work in a single branch. Thus, creditable work in arithmetic for forty weeks counts ten credits for purposes of graduation. A twenty week study counts five and a ten weeks study two and one-half.

The highest number of credits for graduation in the professional course is 187, in the academic course 167, and in the business course 80. The minimum allowed for the first is 168, for the second 153, and for the third 75. A candidate who has taken all the studies required and falls below the minimum must raise his grade by subsequent effort before he can receive the honors of the school. Professional diplomas require that the recipients make full credits in the professional studies and the subject of arithmetic.

By the common method of grading 85 per cent entitles the student to a full credit, this being a general average of all the pupil's prepared and unprepared work. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other territorial institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given and the pupil not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

GRADUATION

Diplomas will be granted on the completion of each of the four courses. The diplomas for the professional courses are life certificates to teach in any of the public schools of the Territory, but no such privilege is intended to be granted to those completing the academic and business courses.

The degree of Bachelor of Pedagogy (Pe. B.) will be conferred upon the following conditions: (1) One of the professional courses must be completed; (2) three years of successful teaching experience; (3) five advanced studies selected by the principal from psychology, art, literature, history, natural sciences, language; (4) course of reading on the subject of education; (5) a thesis of not less than 2,000 words written and approved. Excepting the use of the laboratory studies may be pursued by correspondence.

READING COURSE

Pupils are required to read each term, at least three books that are to be found in the following list and to make a synopsis of the same from memory. Six books are named for each term thus giving the student an opportunity to choose three.

FIRST TERM

1. Mastery of Books—Koopman.
2. Life of Columbus—Irving.
3. Beside the Bonnie Briar Bush—Maclaren.
4. In His Name—Hale.
5. Miles Standish—Longfellow.
6. Tom Brown at Rugby—Hughes.

SECOND TERM

1. The Student's Manual—Todd.
2. Uncle Tom's Cabin—Stowe.
3. Ben Hur—Wallace.
4. Two Biographies selected from the American Statesman series.
5. American Political Ideas—Fiske.
6. Lady of the Lake—Scott.

THIRD TERM

1. David Copperfield—Dickens.
2. Pilgrim's Progress—Bunyan.
3. Conquest of Mexico—Prescott.
4. Life of Christ—Geikie.
5. Poor Boys Who Became Famous—Bolton.
6. Julius Cæsar—Shakespeare.

FOURTH TERM

1. Fifteen Decisive Battles—Creasy.
2. Ivanhoe—Scott.
3. Beckoning of Little Hands—DuBois.
4. Training of Children—Trumbul.
5. Forms of Water—Tyndall.
6. Three Selected Biographies from Plutarch.

FIFTH TERM

1. Deserted Village—Goldsmith.
2. The Teaching Process—Trumbul.
3. Ethics for Young People—Everetts.
4. The Virginians—Thackery.
5. Self Help—Smiles.
6. Reading of Books—Thwing.

SIXTH TERM

1. Life of Arnold—Stanley.
2. Scarlet Letter—Hawthorne.
3. Snow Bound—Whittier.
4. Getting On in the World—Mathews.
5. Thinking, Feeling and Doing—Scripture
6. A Year in the Fields—Burroughs.

SEVENTH TERM

1. History of the Reformation—Hurst.
2. Last Days of Pompeii—Bulwer Lytton.
3. Science of Aesthetics—Day.
4. Vision of Sir Launfal—Lowell.
5. Winter—Thoreau.
6. Holy Roman Empire—Bryce.

EIGHTH TERM

1. Les Miserables—Hugo.
2. Idyls of the King—Tennyson.
3. Light of the World—Arnold.
4. Three Biographies—Selected.
5. Letters to Young Men and Young Women—Holland.
6. French Revolution—Carlyle.

NEWS CLASS

The news class of the Normal meets once per week and discusses the progress of current events. The reading table and the reference library of the school are indebted to the following newspapers for free copies as sources of information :

DAILIES.

THE CITIZEN—Albuquerque, N. M.
NEW MEXICAN—Santa Fe, N. M.

WEEKLIES AND MONTHLIES.

THE ENTERPRISE—Silver City, N. M.
THE INDEPENDENT—Silver City, N. M.
NORMAL QUARTERLY—Silver City, N. M.
THE SOUTH WEST—Las Vegas, N. M.
SAN MARCIAL BEE—San Marcial, N. M.

We acknowledge the receipt of the following from friends and the Board of Regents:

REVIEW OF REVIEWS—New York.
EDUCATIONAL REVIEW—New York.
McCLURE'S MAGAZINE—New York.
COSMOPOLITAN MAGAZINE—New York.
THE OUTLOOK—New York.
CENTURY MAGAZINE—New York.
PSYCHOLOGICAL REVIEW—New York.
SCHOOL AND HOME—Bloomington, Ill.
SEMINARIUM—Worcester, Mass.
CHILD STUDY MONTHLY—Chicago.
STATE NORMAL MONTHLY—Emporia, Kan.
WESTERN SCHOOL JOURNAL—Topeka, Kan.
SCHOOL PHYSIOLOGY—Boston.
MUNSEY'S MAGAZINE—New York.
NORTH AMERICAN REVIEW—New York.
SCHOOL JOURNAL—New York.
EDUCATIONAL FOUNDATION—New York.
THE WORLD'S WORK—New York.

Analysis of the Course of Instruction

PROFESSIONAL DEPARTMENT

That professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional department of the Normal to make its students acquainted, as far as possible, with scientific and practical pedagogy. To this end the work is directed along two lines. First, the so-called professional studies of educational psychology, history of education, methodology, and school economics are studied as separate branches of instruction.

Psychology, which is studied with special reference to the teaching process, is eminently practical. History of education which is brought up to the present in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

Methodology points out how the teacher may present the subject matter so that the learner's activities may be most effectively conditioned, directed, and intensified, resulting in the most practical knowledge, power and tact; while school economy, as the Normal presents it, not only treats of the organization and management of a single school, but discusses also the duties of principals and the most effective supervision.

Second, all the academic work of the school is given a Normal bearing. By so doing it recognizes the fact that a thorough knowledge of the subject matter of instruction and correct methods of teaching the same may be acquired simultaneously.

As the learner's mind moves progressively from one element of knowledge to another, giving his mental content the best form of



expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the method used as well as the influence of faulty ways of thinking and presenting the subject matter at hand. Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupil's apperceptive faculty is reached at every stage of his advancement. It is for this reason the work at the Normal is claimed to be the most efficient for both the academic and professional student.

Again, the professional work of the school is presented in two forms, (a) *teaching as a science*, (b) and *teaching as an art*.

The science of teaching includes the study of psychology, methodology, school economics and history of education, with special reference to these as sciences.

The art of teaching not only shows the practical bearing of these studies, but gives special training in *observation of good teaching*, *illustrative teaching* and *practice teaching*; all of which is done under the influence of expert criticism.

A—PSYCHOLOGY

Psychology forms the groundwork of pedagogics. All correct educational doctrine and practice rests upon the principles and rules derived from a careful study of this science. The study of psychology is not only important to the teacher, but to every one who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

In order to cover in a general way the subject matter of modern psychology and at the same time discuss it, in a continuous, progressive manner, it is thought best to lay out three distinct courses of instruction. While the completeness of this course as a whole may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One, is upon Physiological Psychology.

1. Experiments involving perception and other mental phenomena.
2. Growth and development of the nervous system.
3. Physiological basis of the various forms of consciousness.

Methods.—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish this all the means at the command of the teacher are employed; experimentation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in note books is required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Physiological Psychology, Krohn's Practical Lessons in Psychology, Wunt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Britannica, Journal of Comparative Neurology, Education of the Central Nervous System, etc.

Course Two, takes up the subject of Descriptive Psychology.

The claims of psychology as a science.

2. Discussion of the most general conception of the mental life.
3. Elements of mental life presented.
4. The developed forms of mental life.

Method.—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sulley, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc.

Course Three, consists of Child Study.

[a] History of child study. [b] Methods of studying children. [c] Psychology of childhood as discussed by Tracy. [d] Special investigations upon the following topics are required: [1] The child as an imitator, [2] The development of the senses, [3] The child as a reasoner, [4] Childish fears, [5] Children's interests, [6] The young linguist, [7] His attitude towards law and discipline, [8] The exercise of his imagination, [9] Adolescence, [10] The affections of children, [11] Children's doings, [12] Children's attitude toward the school studies. [13] Fatigue, [14] Play impulse of children. [e] Practical work is required in the form of

personal reminiscences, tests and notes gathered from personal observation of children, contents of children's minds on entering school.

Method.—The above outline indicates largely the method pursued. Pupils have access to almost all the literature upon the subject that can be found in the English language.

B—METHODOLOGY

Course One—General Methods.

1. *The teaching process* [a] Nature and definition, [1] The end, [2] The means, [3] The process, the learner's mental act contrasted with that of the teacher, [b] The essential elements. [1] A teacher with a knowledge of the learner, the subject matter and how to teach, [2] The subject matter well graded and adapted to the age and mental capacity of the learner. [3] The co-operative attention of the learner, [4] Oral teaching and book teaching, [5] Importance of helpful devices, [6] Proper place for examination and reviews.

[c] *Specific view of the complete process.*

Planning { 1. Conceiving the end.
2. Devising the means.
3. Thinking the process.

Before the class	{	1. The Stages	{	1. The approach	{	1. The review
						2. The Attitude
				2. The presentation	{	1. The revelation
						2. The expression
		3. The application	{	1. To individual cases		
				2. In drill		
2. The method	{	1. General form				
		2. Special phases				

[d] General methods discussed and defined. [1] From the standpoint of the learner, [2] From the subject matter, [3] From the teacher. [e] True educational aims. [f] Educational values. [g] Correlation and concentration of studies. [h] Theory of culture epochs. [i] Habit in education. [j] Training and

instruction distinguished from drill. [k] Manual training. [l] Expression as an educational factor. [m] Educational interest.

Method.—McMurray, De Garmo and Thomkins are studied as texts. Spencer, Baldwin, Parker, Rein, The Year Book, The Proceedings of The N. E. A., etc., are used for references. Much time is given to illustrative teaching and to outlining ideal lesson plans.

Course Two—Special Methods.

The course in special methods seeks to apply the principles of teaching evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons, and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc. Special emphasis is placed upon primary methods. The students are taught to estimate the value of the various methods of teaching the common branches. Besides, these methods and devices are discussed historically and compared. The pupil teachers are thus taught to look at the teaching process in these branches from many points of view.

C—HISTORY OF EDUCATION

Painter's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification; realism and naturalism; scholasticism, etc.

D—MODERN SCHOOL SYSTEMS

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states and especially those of New Mexico, investigated.

Method.—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of their investigations and subject them to frequent inspection by the instructor.

E—SCHOOL ECONOMICS

[a] Necessary conditions for a successful school, [1] Location, [2] School building, [3] Apparatus, [4] Furniture, [5] Graduation, classification, and course of study, [6] Supervision, [7] School records. [b] The school authorities, [1] The teacher—his authority, motives, qualifications, duties, advantages, tact, etc. [2] The school board—legal relations to the school and the community. [c] The school at work, [1] Study—aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, [2] Recitation—meaning, aims, requisites, methods, [3] Recreation, regulated, unregulated. [d] School government, [1] Elements of governing power, [2] Conditions for easy control, [3] Mechanical devices. [e] Moral training, [1] Training of the will, [2] Incentives to good conduct, [3] punishment, [4] Moral instruction, [5] Materials for moral instruction.

Method.—Two methods are employed in the recitation, viz: The discussion of an adopted text and reports upon topics for special investigation. White's School Management is adopted as a text.

F—OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves for their tasks under the direction of the training teacher.

During the *first term* in addition to observation and serving as assistants the elementary kindergarten gifts and occupations and the prescribed course for the training school are studied. The *second term* the occupations and gifts are continued with manual work in weaving, folding and cutting correlated with number, observation and helping is continued with an occasional recitation conducted under the guidance of the principal.

Third term, study of manual work, elementary exercises in cardboard construction. Consecutive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least one week. Practice in the preparation of material and apparatus for class work together with features of school management.

ACADEMIC DEPARTMENT

MATHEMATICS

A—ARITHMETIC

The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view to thoroughness and improvement in methods. Three phases of the work are brought out: the mechanical, the philosophical, and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view all processes as such are explained and their relations pointed out. Special emphasis is placed upon the practical side of the subject. That method and that form of the subject matter are used that will be of the most benefit in after life. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

B—ALGEBRA

The course in algebra consists of three terms' work. Pupils are not allowed to proceed until they thoroughly master each step as presented. Special attention is given to the grammatical and logical forms of analysis. The discovery of new forms for the application of an old principle is especially characteristic of the instruction. How to read and how to write algebraic conceptions correctly is another feature of importance in the instruction. Wentworth is followed as a text, but a great deal of supplementary work is introduced.

C—GEOMETRY

Wentworth's Plane, Solid and Spherical Geometry is used as a text. One-third of the time is devoted to original problems.

Method.—Two aims are kept constantly in view; to familiarize the student with the deductive form of reasoning and to form the

habit of precise, independent thinking. While the several types of reasoning are to be followed, the spirit of originality is fostered as far as possible. By changing the lettering and the position of the figures, pupils are prevented from memorizing the mere word forms. The best forms for geometrical notation are discussed and required in reviews and original work.

D—TRIGONOMETRY

One half terms' work is required in this branch. The outline and method of work are substantially the same as that given in Wentworth, which is followed as a text.

ENGLISH

The course of study provides three years' work in English. In addition to this the teaching of every subject in the course requires accuracy of expression and special compositions.

The special branches pursued are those of word study, grammar, literature and elocution.

A—WORD STUDY

[a] A brief history of the English language, [b] A list of words the most troublesome to spell. [c] Common errors in pronunciation. [d] Practical study of synonyms and word building. [e] Phonic drills involving the proper enunciation of all the elementary sounds of the language. [f] classification of these elements into tonics; subtonics, atonics, cognates, alphabetical equivalents, etc. [g] Table of sounds and Webster's diacritical markings.

Method.—The class discussions aim to bring out the most delicate shades in the meaning of terms, and at the same time train the student to their most careful critical use. Each member of the class is required to make a table of elementary sounds from his own personal investigations.

B—GRAMMAR

[a] Analysis, classification, and punctuation of the sentence. [b] The parts of speech as determined by the structure. [c] The

relation of the sentence to the paragraph. [d] Subdivisions and modifications of the parts of speech. [e] Comparison of false forms and constructions with correct ones. [f] Careful drill upon writing themes and letters.

Method.—Higher Lessons in English is mainly followed, but this is supplemented in many instances. Compositions are required frequently and the higher motive furnished for searching the best English literature to justify the correct forms and construction.

Twenty weeks are required to complete this subject.

C—LITERATURE

Object.—Literature is designed to culture, refine, inspire, and to lead to an appreciation of pure English. The cultivation of a taste for good reading leads to self education. The mind grows upon what it feeds. The master thoughts become the foundation stone of character.

Plan.—A selection is studied as a unit in the class. Pupils pursue supplementary study in biography and selections, and prepare syllabi upon the selections read. The following order is followed: [1] Selection read as a whole, [2] Scene, plan and purpose studied, [3] Characters studied, [4] Study of the finer passages—word—language—thought, [5] Selection and classification of the figures of speech, [6] Ability to reproduce and locate passages.

Course.—The course consists of two and one-half terms of composition and literature. Webster's English is followed as a text supplemented by the History of Literature. Punctuation, figures of speech and forms of discourse are taught in connection therewith.

D—ELOCUTION

Exercises are given in the correct manner of breathing, articulation, pronunciation, voice culture, emphasis, gesture and physical culture. These serve as preparations for the work of analyzing and properly expressing by voice and action the thought contained in standard selections.

SPANISH

The value of the Spanish language to all Americans is making itself felt, but to the people of New Mexico, where a large percentage of the people are Spanish speaking, it is almost a necessity.



BASKET BALL TEAM

The course in the Normal aims to be thorough and of a practical sort. The text-book in the first year's work is in the hands of the teacher principally, i. e., the work is largely in conversation and dictation. There is a lesson given first conversationally after which the same is written by the pupils and handed in for correction. In addition to the note book in conversation thus formed the pupils make for themselves a verb note book. This verb note book is made up from the verbs used in their daily lessons and furnishes not only lists of the regular and irregular verbs but, in time, the conjugation of each.

As the pupils advance there is added an increased amount of reading and careful study of the grammar with original composition.

In the course, use is made of Kroeh's "How to Think in Spanish;" Traub's "Verb Book;" Zarca's "Introduction to Spanish;" Worman's "Spanish Books," and Monsanto's "Practical Course."

LATIN

The course in Latin covers a period of two years. The first year is given to a mastery of the most important principles of syntax, the Roman pronunciation and the necessary paradigms. Selections are translated from *Vivi Romae*, *Nepos*, *Ovid*, *Catullus*, *Cæsar* and *Cicero*. The text used is *Collar and Daniell's "Beginner's Latin Book."*

The work for the second year includes the translation of stories, fables, letters, biographies, myths and selections from *Cæsar's Gallic War*. Prose composition is taken up in connection with the last mentioned. The "Second Year Latin" of *Greenough*, *D. Ooge and Daniell* is used as a text and "*In Latium*" furnishes the basis for the prose composition.

HISTORY AND SOCIAL SCIENCES

HISTORY

The chief purpose of historical study may be summarized briefly: [1] To supply pupils with a store of valuable information; [2] To bring them to an appreciation of present duties and responsibilities by a study of how the present came to be; [3] To awaken in them a love of historical reading; [4] To give them a knowledge of books and some skill in handling books; [5] To cultivate their judgments and reasoning powers; [6] To discipline and arouse the constructive imagination; [7] To increase the capacity, not simply to learn and absorb facts but to classify them and put them forth again in an orderly form.

A—U. S. HISTORY

Course.—Sheldon's American History is used as a guide in this subject, supplemented with a departmental library which contains many of the latest and best reference books on the subject.

Plan.—Our text places before the pupil the *Historical Sources*,—that is, the first original records of the eye witnesses, actors, and makers of each period he studies.

The "sources" are to be used for the purpose of illustrating how the narrative history was formed; but more especially for the mental training which may be obtained from their use. From these sources all historical judgments in the past have been drawn, and to obtain them all historical judgments in the future must appeal. What is more to our purpose, it is only by dealing with the source of past history, that our pupils may be rightly trained to deal with historic sources of his own time and to form independent and unprejudiced judgments concerning the mass of opinions, actions, institutions, and social products of all sorts in which he finds himself involved.

To enable him to do this should perhaps be the primary aim of the study of history.

We find the use of note books helpful to pupils. In which they may place various headings at appropriate times, leaving

several pages in which to enter under each heading a short statement of the matter found in the text or in the outside reading. For example, when slavery is first mentioned place heading, "Slavery," in the note book, and under this heading place references to the text and to various other books when occasion occurs during the course of the work. In this way a full topical outline is made.

B—CIVICS

(GENERAL OUTLINE)

- Course.*—1. Principles of government.
- (1) General principles.
 - (2) State governments.
 - (a) Legislative department.
 - (b) Executive department.
 - (c) Judicial department.
 - (3) The national government.
 - (a) Its origin and nature.
 - (b) Legislative department.
 - (c) Executive department.
 - (d) Judicial department.
 - (e) Miscellaneous provisions
2. Principles of law.
- (1) Municipal law.
 - (a) Civil rights in general.
 - (b) Contracts.
 - (c) Real estate.
 - (d) Criminal law.
 - (2) International law.
 - (a) Peaceful relations of nations.
 - (b) Relations of nations in war.

Plan.—This course is intended for those pupils completing the subject of American History. A series of "Suggestive Questions" will be offered. Sometimes the questions go quite outside of the text and relate to topics concerning which it provides no information whatever. This is done with a purpose. The pupil should learn how to go outside of the book and gather from scattered sources information concerning questions that the book suggests. In other words, he should learn *how to make researches*, for that is coming to be one of the useful arts, not merely for scholars, but for men and women in many sorts of avocations.

C—CURRENT HISTORY

Plan.—At the beginning of the school year a class in current history is organized. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupils get points of general interest and prepare to discuss them before the class. The teacher acts as chairman, and guides them in the discussion. The review of magazine articles is one of the leading features, affording the best sources of information and discipline.

Object.—To acquire general information, to arouse interest in that which must soon be history, inculcates a spirit of progressiveness. One must know the needs of his times in order to be successful, to live in the present rather than in the past, to prepare the pupil to live in his environment. It disciplines in expression, inspires.

D—GENERAL HISTORY

One year will be given to the study of general history. Our aim will be to deal with the essential elements, not the accidental features, of the life of the race. By so doing a foundation for the study of the history of education is laid.

ELEMENTS OF SOCIOLOGY

The course in sociology can only deal with the elements of the subject. Fairbanks' Elements of Sociology will be used as a text, supplemented by Spencer, Giddings, and other texts. Special topics in political economy are also assigned for reading and investigation. A combination method of study is used: [1] Observation study of facts. [2] A historical setting of these facts. [3] A study of the fundamental principles of social science.

NATURE STUDIES

GEOGRAPHY

A—PHYSIOGRAPHY

The purpose of the study of physiography is to gain a clear concept of the surface of the earth and the influence upon man of each characteristic area.

Physiography and geography stand in numerous important relations to other studies. There can be no history without them in the real world. History and literature deal with the same mountains, rivers, plains and valleys, giving graphic pictures.

Davis's Physical Geography is used as a guide in the study of the subject.

B—CHALK MODELING

Chalk modeling—the new method of map drawing—is taught in connection with physiography. The map is drawn with crayon to represent surface structure in relief, giving much of the effect of an engraving or photograph of a relief map, yet intrinsically more truthful and artistic than any such representation could be.

There are no lines drawn in this map that contradict or confuse the meaning; all is direct, truthful and clear in statement of fact. Each line has its own particular meaning. It represents direction. Applied to land surface, a vertical line means a perpendicular mountain or side wall of plateau, horizontal lines indicate level areas, and oblique lines a sloping surface.

Until recently, this map has not been available for general use, except as each teacher made his or her own. The latter, however, is the ideal way of teaching. To draw a map of a continent or section of it, as is required, in order to illustrate or emphasize any particular point before a class, adds intensely to the interest of the lesson and to the adequacy of concept gained by the pupil. Each student is directed how to make a permanent set of these maps, which become his own private property.

C—COMMERCIAL GEOGRAPHY

It has been found advisable to close the year's work in physiography by giving ten weeks to the study of commercial geography. While commercial geography deals mainly with the interchange of commercial products, it is also essential that the student should know something about the countries and localities where raw materials are found, how the latter are obtained, what the processes of manufacture are, how interchange is affected, and what ratio home consumption bears to export.

The questions made prominent in this study are, the routes and growth of commerce—the production—centers and the markets of the world—waterways and railways, and the increase of commerce as related to the growth of cities. The staple articles of commerce, their relative value and importance.

BIOLOGY

Biology runs for fifty [50] weeks, five hours per week, the work being unified as far as possible. The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal kingdom. Certain types are studied with considerable detail, but the work is comparative throughout, and the great generalizations of biological science are not neglected. Text book, lecture, and laboratory methods are combined; frequently field excursions are substituted for laboratory work. Lecture and library notes, original drawings and descriptions are preserved in permanent note books. A well equipped stereopticon is used to illustrate the subject.

A—BOTANY

Course.—This work is considered as an introduction to the department, and is based upon Boyer's Biology and Coulter's Plants, which are used as texts.

Plan.—A brief survey is made of the vegetable kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring and fall observations of

animal forms, bird migrations, etc., are made as the season demands, and full "Nature note," bird calendar and flower calendar are recorded and preserved from year to year. Our reference library is freely used to obtain the life history of the most useful plants, which furnish food and clothing to the human race.

A formal herbarium is not required—we are more interested in the living plant than the dead one—but representatives of a few leading families are studied, and specimens preserved.

B—ZOOLOGY

Course.—Jordan's Animal Life and Chapin and Retger's Laboratory Guide are used as texts. The department has a fairly well equipped library of reference works which are freely consulted.

Plan.—The student is first directed to make simple observations of some common animal, avoiding all bookishness, and cultivating a true scientific method and spirit of original investigations, with notes and drawings of objects studied. The types mentioned in the following outline are handled in the laboratory or in the field; a few are studied only externally and not dissected; related forms are exhibited and discussed in lectures. Biography is always in the foreground. General biological laws and principles, classification, development, struggle for existence, variation, adaptation, heredity, evolution, etc., are considered as they naturally present themselves in the sequence of studies.

1. Field notes on some common form. 2. Collection and preservation of zoological material. 3. Paramoecium. 4. Grantia. 5. Sea-anemone. 6. Star-fish. 7. Sea-urchin. 8. Earthworm. 9. Mussel. 10. Snail. 11. Squid. 12. Centiped. 13. Crayfish. 14. Spider. 15. Grasshopper. 16. Dragonfly. 17. Beetle. 18. Butterfly. 19. Molgula. 20. Sun Perch.

C—PHYSIOLOGY

Course.—Blaisdell's Practical Physiology is used as a guide, supplemented with models, charts, manakin and a complete skeleton. The library contains most all of the recent works on the subject.

Plan.—The class is prepared now for the study of vertebrate types. These are used largely as a basis for human anatomy and physiology, which, with hygiene, occupies most of the time. Mammalian dissections are made to illustrate the essential features of anatomy, and experiments are performed upon the frog

and upon our own bodies; also, a series of experiments to show the physics and chemistry of the body. Hygienic considerations are always prominent. A series of practical questions are given, requiring a thoughtful application of the principles learned to answer them correctly.

PHYSICS

The course in physics continues throughout the Junior year. The ground covered will be that common to elementary courses in physics. The method of instruction will be a combination of laboratory work and recitations, together with occasional lectures and demonstrations. At least two days each week will be spent in the laboratory. The study will be inductive whenever possible. Students who take this course should so arrange their program that they may be able to spend two consecutive recitation periods in the laboratory two days in each week. Two hours of laboratory work is credited equally with one hour of recitation work.

The National Note Book is used for laboratory notes. Cooley's Manual of Physics is used as a text.

GEOLOGY

COURSE I.

This course deals to a very limited extent with historical geology, but principally with the other divisions of the subject.

These are dynamical geology, or the study of the forces which are now at work in modifying the surface; structural geology, or the study of the materials of which the earth is composed and of the manner in which they are arranged; and physiographical geology, or an examination of the topographical features of the earth and of the mode in which they were produced.

In the country surrounding Silver City nature offers to the student of geology a most excellent laboratory in which to prosecute his studies. The Normal museum contains a very valuable collection of ores, rocks, fossils, etc.

The course continues throughout the first term. Scott's "An Introduction to Geology" is used as a text. The annual reports of the Director of the United States Geological Survey offers valuable auxiliary reading matter.

COURSE II.

This course is open to those students who have taken course one or an equivalent. Historical geology as outlined in Scott is used as a basis for the work. References are given to U. S. Geological Survey Bulletins and to other tests. The work is supplemented by a short course in mineralogy.

CHEMISTRY

ELEMENTARY COURSE.

Elementary chemistry continues throughout the first term. During this period all the non-metals are studied and each student becomes familiar with the handling and setting-up of simple apparatus. At the close of the work a paper is written by each student on the technology of some article of commerce such as soap, glass, artificial fuels, etc.

Two days each week are spent in the laboratory. Students should arrange their programs so as to have two consecutive periods each day of laboratory work.

The National Note Book is used for laboratory records. Storer & Lindsay's Chemistry is used as a text. The library is well supplied with reference books.

ADVANCED COURSE.

Owing to the increased facilities afforded by the new laboratory, an advanced course in chemistry is offered extending through one term of twenty weeks. This is open to those students who have completed the elementary course described above, or who have taken an equivalent elsewhere. The course will be principally laboratory work, but discussions, lectures and quizzes will be given at sufficient intervals to insure thoroughness in the work.

The course begins with a study of the metals and includes the qualitative determination of unknown compounds and the quantitative analysis of copper and iron ores, silicon compounds, some of the common salts and water analysis.

This course prepares the student for a course in assaying or it may serve as a preliminary to the more advanced chemistry courses of universities. No one text is used, but the students have access to the reference books in the chemistry library.

COURSE IN ART

A—PHYSICAL CULTURE

The course in physical culture, on account of the lack of a regular gymnasium and suitable apparatus for the same, is not so extensive as the management of the Normal would have it. But many of the higher forms of physical exercise, which tend to give freedom of movement, erectness of figure, and grace of carriage, are given.

The instruction and drill does not aim so much to develop muscle as to develop and train the will power. The course consists in exercising the pupil in standing, sitting, walking, marching, changing positions, head movements, trunk movements, foot movements, arm movements, balancing exercises, stepping, marking time, combination movement, breathing exercises, exercises with Indian clubs, dumb bells, and wands.

B—MUSIC

1. *Vocal Music:* The course in vocal music extends throughout the school year. The work includes voice culture, sight reading, the elementary principles of harmony, and a brief history of music. The Normal chorus receives regular drills throughout the year and has furnished music on a number of public occasions.

2. *The Mandolin Club:* This club is made up of players of the mandolin, mandola, and guitar. Regular weekly meetings are held.

3. *The Normal Cadet Band:* The school owns a complete set of instruments. It has furnished a great deal of music on public occasions and acts as one of the advertising agents for the Normal entertainment course.

C—DRAWING

A practical knowledge of drawing is of great value to all persons engaged in scientific pursuits, or in the mechanical arts, and to public lecturers and newspaper reporters and teachers as a means of illustration. It is indispensable to the painter, designer, and illustrator, and in all branches of decorative art. The study

of drawing develops the perceptive faculties and tends to make the student accurate in other lines of study.

The course offered will be especially adapted to teachers and will be conducted along three lines:

1. *Illustrative Drawing*.—Free hand drawing from natural objects.

2. *Mechanical Drawing*.—Drawing to a given scale various objects to be constructed in the manual training department.

3. *Designing*.—Using conventional forms as a unit in making new patterns, book covers, wall paper, borders, etc.

BUSINESS DEPARTMENT

The business course offered by this school, as has been said on a previous page, is equal to that given by any of the so-called business schools of the country. This may be readily discovered by examining the analyses of subjects which follow. One of the most essential requirements exacted from the pupil is the ability to write correct English and the ability to render quick, accurate arithmetical calculations. For the detailed analysis of these branches the outline in the Academic Department should be consulted.

A—BOOKKEEPING

The elementary course in bookkeeping is required of all students. The aim of this course is to familiarize the student with the general principles involved in double entry bookkeeping and with such business forms as are common to ordinary commercial transactions. One set in single entry bookkeeping is written up and the method of changing from the single entry to the double entry system is illustrated.

ADVANCED COURSE

An advanced course in bookkeeping is given to students in the business course. The elementary course described above is a prerequisite. The aim is to familiarize the student with the books

and the general methods used by bookkeepers employed in special business enterprises. Those which are studied are as follows:

Retail grocery business, retail coal, wholesale and retail lumber, shipping and commission, jobbing, installment houses and state agencies, manufacturing, joint stock companies (which includes changing from a proprietorship to a joint stock company), and the banking business.

The course is given during the second term.

B—STENOGRAPHY

Stenography is the art of writing sounds, and is based upon a system of strokes and signs that are governed by fixed rules. Its object is to enable the writer to record sentences as rapidly as they are uttered, which any one of ordinary ability can learn to do.

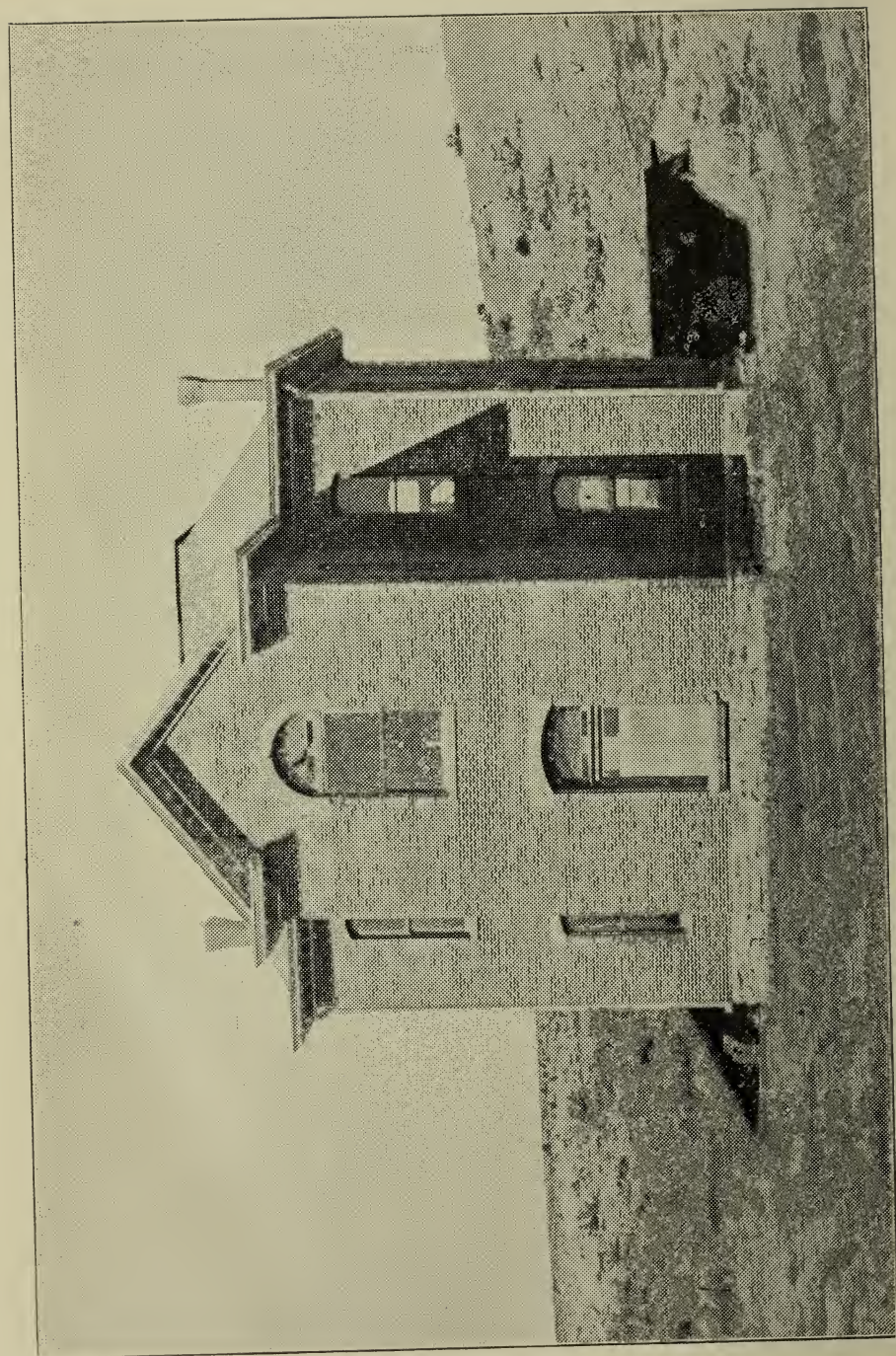
Dement's Pitmanic Shorthand is used as a text. Students are given the benefit of class drills and blackboard illustrations. Speed classes are organized after the rules and principles have been thoroughly mastered.

C—TYPEWRITING

The latest scientific method of fingering the keyboard is taught. As soon as dictation is begun in shorthand, all notes must be carefully transcribed. The material is selected with a view to giving the most practical training in actual office work.

D—COMMERCIAL LAW

Ten weeks are given to the study of commercial law. Clark's Text is used and supplemented by other authorities. In addition to the discussion of principles a study of practical forms is required.



TRAINING SCHOOL BUILDING

Course of Study in Training School

Believing that one of the great functions of the schools is to prepare for citizenship, it is the aim of this course of study to turn the pupils' attention into channels of thought which will bring him into contact with the interests of the world as a whole. Passing from the known to the unknown and from the simple to the more complex, the child is led from the expression of his personal experiences in the kindergarten class to an increased and more intelligent observation.

The subjects are so closely correlated that it is difficult to define a boundary line, yet each has its underlying motive.

Domestic economy will endeavor to cultivate a respect for the individual and the home as it unites in community life. Sociology will show how political institutions rest upon the economics of a country. History will trace the survival of the good and show the growth of mankind. Geography will study the world as a home for man. And through Science the child will learn laws of cause and effect and reverence for nature.

The study of these subjects will furnish material for exercises in the formal study of language. Ideas being paramount and words considered as means of expression.

The manual work will furnish practical illustration of ideas presented and will also give opportunity for self-expression.

In the study of music, pictures, color and drawing the needs of the aesthetic nature of the child will be considered. These studies will also furnish means for the expression of ideas.

The course of study is based on the principle that the experiences of the child are as much real life as will be his adult experiences. Its chief aim is to place him in touch with the interests of the world in all possible ways. But a scarcely less important purpose is to prepare him for the more formal studies in the sciences, political economy, etc., of the higher grades.

LANGUAGE

Kindergarten.—Oral narration of incidents in child's own experience. Reproduction of stories. Short descriptions of pictures and objects.

Connecting Class.—(a) *Reading.*—Reading of sentences in script from blackboard. The sentences being the result of conversations on some topic of natural history, science, etc. A vocabulary of words contained in authorized reading book to be taught in the early part of the year. Reading from books later.

(b) *Writing.*—The ability to copy words and sentences with legibility and ease. Recognition and reproduction from memory of small script alphabet.

(c) *Grammar.*—Use of capital at the beginning of sentences and proper nouns. Use of period.

First Year Primary. (a) *Reading.*—Study of authorized first reader with as much supplementary reading as time will allow. Reading from blackboard of sentences obtained from conversations in history, science, etc. Reproduction of stories, orally and written. Description of pictures. Consonant sounds and long and short sounds of vowels. Ability to pronounce new words composed of these sounds.

(b) *Writing.*—Greater attention to the mechanical part of writing and attention to the relative height of letters. Writing of short original sentences. Writing from memory of pupil's name and residence. Names of days of the week. Names of numbers to twelve.

(c) *Grammar.*—Recognition of asking and telling sentences. Use of question mark. Position of initial word of paragraph. Use in sentences of new words in vocabulary.

Second Year Primary. (a) *Reading.*—Study of second reader for purpose of adding to vocabulary. Reading from classic literature and stories used in connection with history, etc. Sight reading. All words except those of obscure sounds to be pronounced by pupil. Diacritical marks used.

(b) *Writing.*—Special attention to accuracy of form in letters and words. Writing of short descriptions and reproduction of short stories. Aid from teacher being gradually withdrawn. Writing of words from memory.

(c) *Grammar.*—Use of comma, exclamation point; quotation marks; use of capital correctly as it appears in child's composition. Recognition of action words and name words. Ability to point out subject of simple sentences. Enough use of new words in sentences to insure correct ideas. Encourage use of adjectives in these original sentences. Letter writing.

NUMBER AND FORM

Kindergarten.—Counting within limits of first, second, third, and fourth gifts the inches on table and sticks—designs with tablets, sticks, and lentils with a limited number of units. Play with second gift beads. Recognition of circle and folding of semi-circle and quadrant. Recognition of square and folding of oblong and smaller square by means of diameters. Folding right-angled triangles, trapezium and rhombus by means of the diagonals. Folding simple forms of symmetry and representative forms based on these fundamental foldings. Life forms represented in clay.

Connecting Class.—Counting objects to twenty. Fundamental operations with numbers 2, 4, 8. Figures to 10. Exercises with second gift beads. Third and fourth gifts continued, also more elaborate designs with sticks, tablets, etc. Original designs encouraged. Folding of forms derived from continued analysis of circles and squares. Simple designs in cutting and pasting. Modeling in clay of life forms and geometrical solids as found in gifts.

First Year Primary.—Memorizing the combinations in two figure addition. Writing numbers to 20. Fundamental operations within the limits of 20. Halves, fourths, and thirds. Simple problems teaching the above facts. Measuring of material for hand work. Study of lines. Fifth and sixth gifts. Designs in parquetry and strips. Cutting and pasting continued. Sticks, tablets, etc., in group work. Folding geometrical forms, and forms of symmetry continued. Making designs from repeated units. Clay modeling continued. Making of circular and square tiles. More accuracy in solids.

Second Year Primary.—Reading and writing numbers to 100. Fundamental operations in simple combinations to 100, with problems. Drill in rapid addition. Estimates of material required for hand work. Making of tables from actual use of weights and measures, work to be suggestive rather than exhaustive. Sixths, ninths, twelfths, fifths and tenths. Folding of geometrical forms continued, units contributed by individuals for united designs. In symmetrical foldings original designs. Analysis of geometrical forms in clay.

DRAWING AND PAINTING

Kindergarten.—Free illustration, with the least possible suggestion from teacher, of child's experiences and stories told in class.

Representation in color of simple objects, as first gift, ball, orange or apple. Painting of an outlined surface in water color. Study of pictures of child life.

Connecting Class.—Free illustration as in kindergarten, but with increased observation awakened by suggestive questions. Drawing of faces of blocks from third and fourth gifts in related positions. Coloring of designs based on square and oblong for the purpose of experiments in mixing pigments of different colors. Exercises on blackboard to cultivate freedom and confidence of movements. Study of pictures of nature.

First Year Primary—Illustration of stories continued with more attention to relative size of objects. Drawing of lines of required length, drill in bi-section and tri-section. Brush designs of flowers, leaves, fruits, etc. Geometrical and conventional designs introducing harmony of color and effect of black and white. Study of pictures of trades and occupations.

Second Year Primary.—Illustration as in first year, but with some attention to perspective. Drawing of simple objects, copying and invention of designs. Color work of first year continued. Value of neutral colors tested. Representation of simple effects in landscape effects by the brush. Study of historical pictures and pictures of manners and customs.

MUSIC

Kindergarten and Connecting Class.—Rote songs with attention to expression, smoothness of tone and position of body. Games and devices for recognition and production of tone.

First Year Primary.—Recognition and production of tones of scale. Some idea of different keys. Rote singing.

Second Year Primary.—Same as first year with ideas of time and rhythm. Rote singing.

GEOGRAPHY

Kindergarten.—Right and left hand. Right, left, front, back, up, down, top, bottom. Oral tests of animals, pupils have seen, heard of. Oral lists of fruits, trees, flowers, etc. Record on chart of sunny, cloudy and rainy days.

Connecting Class.—Weekly record of position of sun. Points of compass. Relative position of objects. Stories and pictures of seasons. Use of sunshine, clouds, rain, etc. Oral lists of spring flowers, summer flowers and fruits, and fall flowers and fruits.

Fruits of our own country that come from other countries, etc. Stories from child's experience of journeys, seashore, camping, visits to country or cities, etc. Weather record as in kindergarten with record of wind added.

First Year Primary.—Observation of position of sun at a certain hour each day; of the moon at seven o'clock each evening. Elementary ideas of simple land and water forms. Pictures and stories illustrating these type forms. Pictures of typical buildings. Lists of plants and animals as in previous year, but more complete and written on board as given by pupils. Direction of streets and places of interest in vicinity. Weather record, including direction and velocity of wind. Representations in sand table.

Second Year Primary.—Observation of prominent constellations. Weather record kept individually and more independently of teacher. Lists of animals as wild, domestic, which pupils have seen, heard of, have seen in pictures. Animals of cold, hot, and temperate climates, those which hibernate, etc. Plants treated similarly, lists made by pupils with assistance in spelling and classification by teacher. Seasons: Preparation for seasons by plants, animals and man. Temperature. Ideas of dew, frost, etc. General ideas of minerals and vegetation as to locality. Ideas of land as to elevation. Stories illustrating seasons in other countries. Use of globe in locating these countries and the various sections of our own country. Chart of schoolroom, etc. Representation of typical land forms in sand table.

HISTORY

Kindergarten.—Narration by child of incidents in its own life, and events and duties of home life. Stories illustrating reasons for usual festivals.

Connecting Class.—Occasional narration of previous day's record. Bible stories. Stories leading up to celebration of festivals and birthdays. Pictures and stories of noted persons of noble character. Teachings of the flag as an emblem.

First Year Primary.—Keeping of a simple class record, items furnished by class and written by teacher. Home life of today compared with that of other days. Simple ideas of primitive life represented in sand table. New England and Virginian life. Pictures of important events and persons.

Second Year Primary.—Keeping of a school record. Simple outline of United States history as illustrated by stories of Columbus. Early colonists. Revolutionary period. Lincoln and President

McKinley. Stories of child life in ancient times, showing evolution of modern home and modern customs. Stories from history emphasizing purity of thought and deed, dignity and beauty of character.

SOCIOLOGY

Kindergarten.—Stories and morning conversations illustrating consideration for others. Games of trade, etc. Study of wool in its changes from the fleece to articles of clothing.

Connecting Class.—Games and talks continued from kindergarten. Study of cotton. Process of bread making from the wheat. Domestic and neighborhood scenes made in sand table. Lists of animals which furnish us food and clothing. Trees and plants which furnish food and protection.

First Year Primary.—Pictures of trades and occupations. Conversations on supply and demand. Community interests. Study of linen. Names of persons living in vicinity and their occupations. Lists of articles found in the stores of Silver City and sources of supply.

Second Year Primary.—Conversations on co-operative interests, as mining, factory life, etc. Study of manufacture of silk. Lists of business houses in Silver City, with duties of those employed, expenses of carrying on business, prices of articles sold. Games of buying and selling correlated with number.

DOMESTIC ECONOMY

Kindergarten.—Training in orderly movements of apparatus and chairs. Songs and games illustrating the usual routine of duties in the home for a day, a week. Conversations on what the mother does for the comfort and convenience of the family.

Connecting Class.—Furnishing a play house. Lists of things found in the dining-room, kitchen, parlor, etc. Songs and games illustrating bread making, sewing, weaving, etc. Introduction of ideas of laundry, dining-room, and bed room work with suitable toys.

First Year Primary.—Talks on the kinds of foods peculiar to the season. On the duties of the housekeeper for each season. On the mother's preparation of suitable clothing for each season. Articles of food eaten in the raw state. Which must be cooked. Lists of dried fruits, etc. Contributions of work to furnishing of play house.

Second Year Primary.—Reasons for ventilation, sunlight and cleanliness in the home. In connection with number the measur-

ing and cooking of simple dishes of cereals, fruits, etc. Furnishing in connection with manual work of a linen closet for the play house. Lists of foreign and domestic goods found in the stores. Goods which must be procured frequently. Which may be purchased in quantity.

MANUAL WORK

Kindergarten.—To consist chiefly of articles for Christmas and birthday gifts, or mementoes of festival days.

Connecting Class.—As in kindergarten. Materials used small weaving mats, sewing cards, half inch bookmark strips, clay and brush work exercises. Making of representative things for sand table. Work illustrating manufacture of cotton and woolen goods.

First Year Primary.—Cutting and decorating of simple articles from lightweight cardboard. Weaving in paper; also simple exercises in weaving of textiles. Making articles of furniture for play house. Measuring and drawing dimensions of surfaces to the scale of the inch.

Second Year Primary.—First year's work continued, but more as the result of invention than dictation. Cardboard construction, using heavier material and introducing work modeled on the solid forms. Elementary work in whittling and sewing.

SCIENCE

Kindergarten.—Care of house plants. Kinds of plants. Deciduous and evergreen trees. Squirrels, nuts, beeswax, honey. Lists of things which will burn, float, sink in water, etc.

Connecting Class.—Effects of sunshine and moisture on plants. Parts of plants. Lists of things which grow on trees. Collection of leaves. Parts of human body. Simple directions for care of eyes, teeth and hair. Needs of plants. Importance of fresh air for animals and plants. Leaves and flower buds. Seeds. Grains.

First Year Primary.—Kinds of trees. Parts of trees and flowers. Roots. Stripes of leaves. Effect of sun on rain and snow. Physical difference of human beings from animals. Muscles. Things which will freeze. Combustible and noncombustible things. Growth of plants from seeds, slips, and bulbs. Experiments in evaporation and crystallization.

Second Year Primary.—Characteristics of vegetation of hot and cold countries. Study of seeds. Fall of leaves. Cocoons. Observation of growth of leaves and plants. Sap. Fruit blossoms. Common insects. Connection between insect and flower life.

Solids, liquids and gases. Solids and liquids in human body. Experiments to illustrate butter and cheese making. Experiments in study of gravity, sources of heat and change from solids to liquids and gases.



Sub-Normal Department

The training school, when completely organized, will have represented in it all the grades of an elementary school. At present we have but four: the kindergarten, the first, the second, and the eighth grade or sub Normal department. The sub-Normal not only represents the last year in the training school but serves as a preparatory school for the Normal course as outlined on pages 9 and 10.

Language.—Higher lessons in English is completed. Compositions upon topics taken from the subject matter of other studies, debating, etc., in society work. A course of twenty weeks in literature largely taken from American authors is given the latter half of the year. This gives an opportunity for readings, recitations, compositions, etc. Reed's Word Lessons is studied for 20 weeks. The analysis and use of words are especially emphasized.

Penmanship.—Twenty weeks are devoted to the practice of penmanship, the first half being devoted to the improvement of the pupils' handwriting, the second half to the practice on business forms.

Drawing and Modeling.—Free-hand, mechanical, illustrative, and inventional phases of the subject are covered. Pupils are also practiced upon chalk modeling.

Arithmetic.—The fundamental rules, fractions, and compound numbers are reviewed. Percentage and its applications, roots, proportion, and problems in analysis are taken in advance. White's Arithmetic is used as a text.

History and Sociology.—The history is largely biography and a course of reading on historical subjects. Elementary civics, economics and other institutional forms are studied for a limited time.

Music.—Vocal music is studied throughout the year.

Manual Training.—As far as possible manual training is required in all branches, but a separate course is given in tool work. Three hours each week is required for both boys and girls.



BASE BALL TEAM

ALUMNI

CLASS OF 1895

ECKLES, BELLE (Teacher),.....SILVER CITY, N. M.

CLASS OF 1896

BAILEY, ALICE (Teacher).....NORMAL SCHOOL OF NEW MEXICO
BIGGS, MAUD (Mrs. Stratton) DICKENS, TEXAS
CLAYTON, ADDIE (Teacher).....GALLUP, N. M.
SCHUTZ, CLARA (Clerk).....LAS VEGAS, N. M.
UPTON, CUSIE (Mrs. Munson).....EL PASO, TEXAS
WARREN, EUGENE (Student).....LELAND STANFORD UNIVERSITY

CLASS OF 1897

ABRAHAM, ESTHER (Musician).....SILVER CITY, N. M.
CAIN, IDA (Trained Nurse).....SAN FRANCISCO, CAL.
GADDIS, BELLA (Teacher).....SILVER CITY, N. M.
HUGHES, I. H. (A. B. Principal of High School).....BLOOMFIELD, MO.
HILL, CHAS. E. (A. B. Principal of Schools).....COVINGTON, LA.
MARBLE, EMMA (Mrs. Muir).....LORDSBURG, N. M.
MOSS, IDA (Teacher).....BANCHER, LA.
SWAN, M. ELIZABETH (Teacher).....RED ROCK, N. M.
SHELLEY, MAY (Mrs. Rice)CLIFF, N. M.
WHITEHILL, OLIVE (Teacher).....SILVER CITY, N. M.
BROWNELL, LAVINIA (Mrs. Knapp).....NORTH PORT, NOVA SCOTIA

CLASS OF 1898

CASEY EDITH, (Teacher)—Advanced Course.....FIERRO, N. M.
DECKER, W. H. (Principal of Schools).....PINOS ALTOS, N. M.
KOCH, W. E (Teacher)K. C. BUSINESS COLLEGE
POWELL, WINIFRED.....LOS ANGELES, CAL.
RUTHERFORD, LAURA (Teacher).....MOGOLLON, N. M.
MOSS, DOLORES (Teacher).....MOGOLLON, N. M.
TROY, OLIVE.....RATON, N. M.

CLASS OF 1899

BAYNE, LeROY (Clerk).....	SILVER CITY, N. M.
CHENOWETH, IVY (Mrs. Bisby).....	" " "
CASEY, BLANCHE (Teacher).....	" " "
COX, LUCY (Teacher).....	CLIFF, N. M.
DECKER, MYRTLE (Teacher)—Advanced Course).....	GALLUP, N. M.
KOCH, W. E. (Teacher)—Advanced Course.....	K. C. BUSINESS COLLEGE
MILLER, CORA (Teacher).....	LAKE VALLEY, N. M.
SOWERS, EDWARD (Academic Course).....	SILVER CITY, N. M.
WERNEY, LILLIAN.....	" " "

CLASS OF 1900

BAYNE, LeROY.....	SILVER CITY, N. M.
LINK, CLARENCE (Teacher).....	CENTRAL, N. M.
McGREGOR, EVA (Teacher).....	MIMBRES, N. M.
OSMER, GRACE.....	DEMING, N. M.
RAITHEL, BARBARA (Teacher).....	COLUMBUS, N. M.
SWARTZ, KETURAH (Teacher).....	LAS VEGAS, N. M.
SIPE, ELIZABETH (Mrs. Wilson).....	GRAHAM, N. M.
WOLFORD, DAISY.....	SILVER CITY, N. M.

SENIOR CLASS

CRAWFORD, PERRY.....	SILVER CITY, N. M.
MOSES, BENJAMIN.....	" " "

STUDENTS WHO HAVE COMPLETED THREE YEARS WORK OR MORE

ALEXANDER, DEAN.....	SILVER CITY, N. M.
BARNES, INEZ.....	" " "
CRAWFORD, KATE.....	" " "
COSGROVE, EUGENE.....	" " "
ECKLES, MARY.....	" " "
GILL, MARY.....	" " "
PAGE, EDNA.....	" " "
PARKS, PEARL.....	LAKE VALLEY, N. M.
SCHUTZ, ETTA.....	SILVER CITY, N. M.
SPANN, SAMUEL.....	" " "
* SPANN, JAMES.....	" " "
TUSTIN, MARIE.....	ALLISON, N. M.

UPCHURCH, CLARA.....	SILVER CITY, N. M.
WILLIAMS, MERTIE.....	LAKE VALLEY, N. M.
WHITEHILL, CARRIE.....	SILVER CITY, N. M.
* Deceased.	

STUDENTS WHO HAVE COMPLETED TWO YEARS WORK OR MORE

BROWN, LOTTIE.....	DEMING, N. M.
BARNES, CHAUNCEY	SILVER CITY, N. M.
CRAWFORD, ELLA.....	MOGOLLON, N. M.
CARVIL, BERT.....	SILVER CITY, N. M.
FLEMING, FANNIE.....	" " "
FAIT, FANNIE.....	" " "
GIFFORD, DOUGLAS.....	" " "
HAWKINS, EDNA.....	" " "
HAWKINS, NELLIE.....	" " "
MOSES, HAROLD.....	" " "
McGREGOR, ELSIE	" " "
MORRIS, LESSIE.....	ENGLE, N. M.
NESBIT, HORACE.....	SILVER CITY, N. M.
ROCK, HARRY.....	HANOVER, N. M.
RODGERS, GUSSIE.....	SILVER CITY, N. M.
SCHUTZ, SALO.....	" " "
STEELEY, CLARENCE.....	" " "
St. CLAIR, JAMES.....	" " "
TUSTIN, BLANCHE.....	ALLISON, N. M.
WEBER, RILLA.....	DEMING, N. M.
WILEY, GERTRUDE.....	MOGOLLON, N. M.
WITZEL, ALINE.....	SILVER CITY, N. M.
WATKINS, LIDA.....	DEMING, N. M.

STUDENTS WHO HAVE COMPLETED ONE YEARS WORK OR MORE

ARTHUR, PEARL.....	SILVER CITY, N. M.
BUNKER, ALICE.....	" " "
CHENOWETH, OLA.....	SAN SIMON, ARIZONA
CHENOWETH, HOWARD.....	" " "
CLAYTON, DEAN.....	SILVER CITY, N. M.
DAVIDSON, GORDON.....	PINOS ALTOS, N. M.
GEITZ, HENRY.....	" " "
HELDE, GEORGE.....	CENTRAL, N. M.
JOHNSON, CLYDE.....	FIERRO, N. M.
LIGGETT, JOHN.....	AUGUSTA, MAINE

McGRATH, ANNA.....	SILVER CITY, N. M.
ORR, BLANCHE.....	DEMING, N. M.
PENNELL, EDWARD.....	MINNEAPOLIS, MINN.
RODGERS, DOLLIE.....	LONE MOUNTAIN, N. M.
RODGERS, CLINTON.....	“ “ “
RATCLIFF, EVA.....	PINOS ALTOS, N. M.
THOMAS, CHARLES.....	SILVER CITY, N. M.
WILSON, IDA C.....	CLICK, TEXAS

SPECIAL STUDENTS

ABRAHAM, NATHAN.....	SILVER CITY, N. M.
BERRAY, MRS. E. J. K.....	GLOBE, ARIZONA
LINK, CLARENCE.....	CENTRAL, N. M.
SCARBOROUGH, CHARLES M.....	SHELBYVILLE, ILL.
TAYLOR, LYDIA.....	SILVER CITY, N, M

SUB-NORMAL

BISHOP, ROSE.....	CLIFF, N. M,
BOONE, AUBREY.....	MIMBRES, N. M.
BUNKER, FRANK.....	SILVER CITY, N. M.
CLAY, ZULA.....	FIERRO, N. M.
CARVIL, CARRIE.....	SILVER CITY, N. M.
CASEY, PATIENCE.....	“ “ “
DALEY, LAVINIA.....	“ “ “
DEEL, WILLIE.....	SAFFORD, ARIZONA
DELONG, ANNA.....	HADLEY, N. M.
FLEMING, EDDIE.....	SILVER CITY, N. M.
GILLETT, VIOLA.....	“ “ “
KEITH, NELLIE.....	LAKE VALLEY, N. M.
HILER, RAY.....	SILVER CITY, N. M.
HILER, JAMES.....	“ “ “
HOBART, EDDIE.....	“ “ “
HINMAN, RUTH.....	“ “ “
ISLEY, CHARLES.....	“ “ “
LANDRUM, MINNIE.....	“ “ “
LANDRUM, JOSEPH.....	“ “ “
MARTIN, FRANK.....	“ “ “
MORRIS, ROSE.....	ENGLE, N. M.
McMILLAN, ELMO.....	SILVER CITY, N. M.
PERRY, MAUDE.....	DWYER, N. M.
PHILLIPS, CORA.....	CLIFTON, ARIZONA

PORTERFIELD, WILSON.....	SILVER CITY, N. M.
ROSENFELD, HENRIETTA.....	" " "
REED, VIOLA.....	" " "
REED, ETTA.....	KINGSTON, N. M.
REED, JOSEPH.....	" "
ROSENFELD, ARNOLD.....	SILVER CITY, N. M.
RODGERS, ROSCO.....	LONE MOUNTAIN, N. M.
SHERIDAN, LILLIAN.....	SILVER CITY, N. M.
SPANN, WILLIE.....	" " "
TAFT, MINNIE.....	" " "
THWAITS, LUCY.....	GOLD HILL, N. M.
THWAITS, HANNAH.....	" " "
UPCHURCH, ALGER.....	SILVER CITY, N. M.
VINGOE, JOHN.....	MOGOLLON, N. M.
WOODWARD, JAMES.....	SILVER CITY, N. M.
WHITEHILL, MARY.....	" " "

TRAINING ROLL

AVERILL, MAUDIE	MARTIN, HAROLD
BARNES, VIRGINIA	MYHRE, ELTON
CARTER, ANNA	MORRIS, ROY
CARTER, BRECKINRIDGE	PARKER, DAISY
CARTER, RUTH	PARKER, GERARD
CARTER, VERA	PEARSON, ROBERT
COX, BESSIE	PENNEWILL, NADINE
CRAWFORD, LOUISE	PENNEWILL, JOHN
FIELDER, FORREST	SHIPLEY, FREDERIC
GASS, GORDON	SHERIDAN, MARGARET
HAGEN, ADDIE	TANNA, THOMAS
HAWKINS, THOMAS	WALTON, LOU
HEFLIN, MARGARET	WALTON, LEONA
HOWLETT, OLGA	WHITE, FLORENCE
JONES, NORMA	WHITEHILL, CORNELIUS
KILBURN, HARVEY	WILLIAMS, IRA
KINER, KATHERINE	WARE, JOHN
LOCKE, IRVING	





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